

right choice of words should be the aim. Letter-writing to be continued; the writing of articles for school magazines, and also correspondence with other schools, to be encouraged. The writing of original poems and stories to be further encouraged. Study of selections from literature for the purposes of composition. Practice in verbal reproduction of passages read by the teacher or by the pupil.

(d) *Formal Language*.—Revision of the work of the preceding standards. Case of nouns and pronouns only for the convenience of designating the possessive form and the subject and the object. Further exercises in formation of complex sentences involving use of clauses of different kinds and a more extensive use of conjunctive words than for the preceding class—*e.g.*, *in order that*, *so that*, *that*, *lest*, *than*, *as* (in comparisons) *so . . . that*, introducing clause of result. Position of adverbial adjunct, and advantages of placing it at the opening of the sentence. The placing of adjective phrases, including participial phrases and of adjective clauses, near the word they qualify. Formal or tabulated analysis of sentences shall not be required. Further study of the sentence; occasional variation of the usual order of subject, predicate, and object (1) to secure emphasis, (2) to enable adjective clause or participial phrase to be attached to the subject, (3) to avoid monotony of structure; use of *there* or *it* to throw the subject to the end. Use of *shall* and *will*, *should*, *would*, *may*, *can*, *each other*, *one another*, &c. Practice in turning longer passages from direct into indirect form and *vice versa*, with correct punctuation. Correction of written and spoken errors, with discussion of the principles involved. Study of good models of English writing, and practice in improving sentences in children's own composition exercises. Study of the paragraph in a prose passage, finding suitable headings for paragraphs in a reading lesson, dividing subject-matter for a composition exercise into suitable paragraphs under appropriate headings. Criticizing and correcting faulty paragraphs. Study of easy examples of figurative language: metaphor, simile, personification. Simple appreciation of metre and rhyme.

READING.—Oral and silent reading as follows: (a) *The School Journal*; (b) supplementary continuous readers; (c) books from school library. Silent reading to receive greater attention, to include reading for enjoyment, reading for information, and reading for language-study. The pupil should be able to show in a general but quite definite manner that he comprehends what he has read, and in the case of specially selected passages appreciates the skill of the author, his command of language, and his ability to awaken the emotions of the reader. Oral reading to be practised at regular intervals.

RECITATION.—Recitation of verse and prose, with freedom of selection. Examination of typical stanzas of poetry to discover metre, rhyme, rhythm, and alliteration. Dialogues and scenes from plays should form part of the programme. A record of pieces learned to be kept; encouragement to be given to pupils to compile their own anthologies.

APPRECIATION OF LITERATURE.—In the exercises in reading and recitation training must be afforded in the appreciation of good literature.

SPELLING.—Systematic teaching of the spelling of words commonly used by the pupils, as for Standard V. Dictation of passages of literary merit. Use of common prefixes and suffixes and some of the more common roots as part of a course in word-building and vocabulary extension.

WRITING.—Regular systematic lessons should be no longer needed, but occasional formal lessons to correct errors may be found necessary. All written work and figuring should be of good standard of legibility, neatness, correct form, and fluency. Practice in commercial and business forms. Exercises to develop speed combined with legibility and quality to be regularly but not too frequently given. The pupils should now be allowed to develop individuality in style provided that eccentricities are avoided and legibility and speed are maintained.

STANDARD VII (FORM III).

LANGUAGE :—

(a) *Oral*.—Prepared lecturettes to be given by pupils to their own and other classes. Reproduction of information gathered in private study. Debates and discussions on current topics on books read, and on matters of class instruction.

(b) *Written*.—Work of more advanced character with regard to correctness in form, originality of thought and expression and logical arrangement. The writing of verse and original stories still to be encouraged. Letter-writing: correct style and form of address for different correspondents. Precis-writing and formal business correspondence. Advertisements and replies thereto. Applications for appointments.